

# MERTHYR TYDFIL COUNTY BOROUGH COUNCIL



## SACRE MEETING

**3.45 PM TUESDAY, 11TH FEBRUARY, 2014**

### **CONFERENCE ROOM 1**

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## **A G E N D A**

1. Apologies for absence
2. Declaration of Interests
3. Minutes of the last meeting **(Pages 1 - 4)**
4. Matters Arising
5. Religious Studies Examination Results 2013 **(Pages 5 - 8)**
6. SACRE Monitoring of Secondary Schools: Self Evaluation Findings in Religious Education **(Pages 9 - 12)**
7. Estyn Overview of Inspection Reports: Autumn 2012 to Summer 2013 **(Pages 13 - 14)**
8. Update on National Curriculum Review and Assessment **(Pages 15 - 16)**
9. Religious Education Quality Mark (REQM) **(Pages 17 - 18)**

10. WASACRE Issues:
  - Representation at next meeting on 27<sup>th</sup> March 2014 at Caerphilly
  - Nominations to the WASACRE Executive
11. Correspondence
12. Any other business as deemed urgent by the Chairman

**COMPOSITION:**

Councillor E Galsworthy (Chair)  
Julie Symes (Vice-Chair)

Councillors: G Davies, G Lewis, K Moran,

Sue Blackmore, Janine Brill, Lucy Draper,  
Debra Evans, Father Matthew Gibbon, Lynne Lambe,  
Gareth Parry, Carys Pritchard, Ann Star and L Maddock

together with appropriate officers

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## MERTHYR TYDFIL COUNTY BOROUGH COUNCIL



### MINUTES OF MEETING

# SACRE MEETING

**TUESDAY, 8TH OCTOBER, 2013**

**PRESENT:** Councillor E Galsworthy (In the Chair)  
Councillor K Moran  
Lucy Draper, Ann Star, Julie Symes and Lynda Maddock  
Carys Pritchard - System Leader, Central South Consortium  
Dorothy Haines (Head of School Improvement)  
Mair Morgan (Democratic Services/Scrutiny Support Officer)

ITEM NO.	AGENDA MATTER	DECISION
535	Apologies for Absence	Apologies for absence were received from Councillor G Davies and Councillor G Lewis.
536	Election of Chairperson	<b>Resolved that:</b> Councillor E C Galsworthy be elected as Chair.
537	Election of Vice Chairperson	<b>Resolved that:</b> Julie Symes be elected as Vice Chair.
538	Minutes of the last Meeting	<b>Resolved that:</b> The Minutes of the Meeting held 11 June 2013 be accepted as a correct record.

539	Matters Arising	Arising on Minute 139 - SACRE Monitoring Carys Pritchard updated the Meeting and advised that Edwardsville Primary had been re-inspected by Estyn and issues relating to RE had been addressed.
540	SACRE Annual Report 2012-13	<p>Carys Pritchard referred to the Standing Advisory Council for Religious Education Annual Report 2012 – 2013 and led the Committee in detail through the report and responded to questions raised.</p> <p><b>Resolved that:</b></p> <p>(a) The report be noted and approved</p> <p>(b) The report be sent to DfES by 30 December 2013</p>
541	SACRE Development Plan 2012-15 (See Annual Report)	<p>Carys Pritchard referred to the Merthyr Tydfil SACRE Development Plan 2012 – 2015 (Academic Year) and responded in detail to questions raised by the Committee.</p> <p>Carys Pritchard also advised that she would circulate again to schools documents in relation to collective worship.</p> <p>She also referred to self-evaluation questionnaires in relation to religious education and collective worship and that schools could be asked to complete to raise awareness. Training could also be promoted. She also stated that she would analyse responses received from schools and report back to the Committee with findings.</p>
542	Estyn Thematic Review: Religious Education in Secondary Schools	<p>Carys Pritchard led the Committee in detail through the report and responded to questions raised.</p> <p><b>Resolved that:</b></p> <p>The report be received.</p>
543	Teacher Assessment Levels in Religious Education 2013 (to be tabled at meeting)	<p>Carys Pritchard circulated a report entitled 'Key Stage 3: Year 9 Religious Education Levels 2012 and 2013 and led the Committee in detail through the report and responded to questions raised.</p> <p><b>Resolved that:</b></p> <p>The report be received.</p>
544	WASACRE	<p>Carys Pritchard referred the Committee in detail to the Minutes of the WASACRE Meeting held 19 June 2013.</p> <p>Carys Pritchard advised in relation to Item Five – RE Quality Mark - more information would be received in due course and that she could arrange to have a presentation regarding this issue.</p> <p>Carys Pritchard advised that under Item eight – Election of Members to the Executive this issue had been resolved and therefore there was no voting required for the position.</p>

		<p><b>Resolved that:</b></p> <p>The Minutes be received.</p>
545	'People, Beliefs and Questions: Religious Education for 3 to 7 year olds in Wales'	<p>Carys Pritchard referred the Committee to the Welsh Government Foundation Phase Guidance Document: People, Beliefs and Questions and advised that a copy was available for circulation to schools.</p> <p><b>Resolved that:</b></p> <p>The document 'People, Beliefs and Questions: Religious Education for 3 to 7 year olds in Wales' be noted and circulated to schools.</p>
546	Holocaust Memorial Day 2014	<p>Carys Pritchard referred the Committee to the report.</p> <p><b>Resolved that:</b></p> <p>The information on HMD and the website reference for appropriate resources be circulated to schools.</p>
547	Schedule of Meetings	<p><b>Resolved that:</b></p> <p>(a) The Spring Term Meeting be held on Tuesday 11 February 2014 commencing at 3.45 pm</p> <p>(b) The Summer Term Meeting be held on Tuesday 10 June 2014 commencing at 3.45 pm</p>
548	Correspondence	No correspondence was received.
549	Any Other Business	The Chair advised that there was no business deemed urgent.

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## Merthyr Tydfil County Borough Council

### SACRE

#### Examination Results Analysis 2013

#### GCSE Religious Studies

	MT 2011	MT 2012	MT 2013	All Wales 2013
A* - A	24.6%	19.5%	17.34%	33%
A* - C	61.7%	54.6%	57.23%	73%
A* - G	92.6%	95.7%	95.38%	98%
Entry	175 students 3 schools	185 students 4 schools	173 students 4 schools	11, 414 students

#### Comments

- In 2013 there was a slight decrease in the entries for the GCSE Religious Studies course with 173 candidates compared with 185 in 2012. The All Wales figure reflects an increase in entry figures with 11,414 students entered for the examination in 2013 compared with 10,221 in 2012 and 9,464 in 2011.
- The average cohort entry for Merthyr Tydfil in 2012 was **25.2%**. This is comparable with the average cohort of 27.3% in 2012 and 26% in 2011.
- The overall % of **A\* - C** grades for Merthyr Tydfil was **57.23%** which is a slight improvement on the results for 2012 (54.6%) but below the results for 2011 (61.7%) and 2010 (66%). The overall % of grades A\*-C is below the All Wales figure of 73%.
- The overall % of **A\* - G** grades for Merthyr Tydfil was **95.38%** which is comparable with the performance of 2012 (95.7%) and higher than the figure for 2011(92.6%).
- The overall % of **A\* - A** grades for Merthyr Tydfil was **17.34%** which is below previous performance and the All-Wales figure of 33%.

**Merthyr Tydfil County Borough Council**

**SACRE**

**Examination Results Analysis 2013**

**GCSE Religious Studies Short Course**

	<b>MT 2011</b>	<b>MT 2012</b>	<b>MT 2013</b>	<b>All Wales 2013</b>
A* - A	37.7%	25.8%	22.01%	N/A
A* - C	78.3%	67.2%	55.98%	N/A
A* - G	96%	97.8%	96.14%	N/A
Entry	175 students 2 schools	186 students 4 schools	259 4 schools	N/A

**Comments**

- There has been an increase in the number of students who sit the GCSE Religious Studies short course. In 2013 there were 259 candidates from four schools compared with 186 pupils in 2012.
- The average cohort entry for Merthyr Tydfil in 2013 was **37.50%** which is higher than the average for 2012 (29.2%) and 2011(26%) but lower than the figure for 2010 (43.85%) and 2009 (44.14%).
- The overall % of **A\* - C** grades for Merthyr Tydfil was **55.98%** which is lower than the results for 2012 (67.2%) and 2011 (78.3%).
- The overall % of **A\* - G** grades for Merthyr Tydfil was **96.14%** which is slightly below the figure for 2012 (97.8%) but comparable with the performance of 2011(96%).
- The overall % of **A\* - A** grades for Merthyr Tydfil was **22.01%** which is lower than the result of 2012 (25.8%) and 2011(37.7%).



Merthyr Tydfil County Borough Council

SACRE

Examination Results Analysis 2013

A level Religious Studies

	MT 2011	MT 2012	MT 2013	All Wales 2013
A* - A	2.4%	17.9%	23.08%	20%
A* - C	88.1%	66.7%	84.62%	79.8%
A* - E	97.6%	100%	100%	96.3%
Entry	42 students 3 schools	39 students 3 schools	39 students 3 schools	1, 422 students

**Comments**

- In 2013 there were 39 candidates entered for the religious studies A Level course. This is comparable with entry figures for 2012 and 2011. The number of candidates who sat the WJEC exam was 1,422. This figure is slightly lower than the number of entries for 2012 (1,447) but higher than 2011 (1,301) and 2010 (1,242).
- The % pass rate for grades **A\* – E** was **100%**. This is comparable with the performance of 2012 and higher than the All Wales figure of 96.3%.
- The % pass rate for grades **A\* – C** was **84.62%** which is significantly above the performance of 2012 (66.7%) and slightly below performance of 2011 (88.15%). The pass rate of 84.62% is also above the All Wales % pass rate for grades A\*-C (79.8%).
- The % pass rate for grades **A\*-A** was **23.08%** which is an improvement on the performance of 2012 (17.9%) and 2011(2.4%) and higher than the All Wales figure of 20%.

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# Agenda Item 6

## MERTHYR TYDFIL SACRE

**REPORT TO:** STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

**DATE:** FEBRUARY 11<sup>th</sup> 2014

**SUBJECT:** SURVEY OF SECONDARY SELF EVALUTION REPORTS: SACRE SYNOPSIS

### Background

As part of SACRE's monitoring programme secondary schools in Merthyr Tydfil were invited to share their self evaluation of religious education. The self-evaluation reports of three secondary schools were received.

### Main findings

How good are outcomes in Religious Education?

	Excellent	Good	Adequate	Unsatisfactory	No judgement
Secondary		2	1		

Judgements / comments on KS3, GCSE and A level standards identified in school self-evaluation	Number of schools
<b>KS3</b>	
Good standards	2
Improved performance over time	1
Girls outperform the boys	3
<b>GCSE</b>	
Good outcomes at KS4	1
Girls outperform the boys	3
Improved performance at KS4	2
<b>A level</b>	
Excellent outcomes	2

## Good features

In analysing these reports, the good features that were identified in the self-evaluation reports were:

Good features identified in school self-evaluation	Number of schools
Pupils are developing their knowledge and understanding of religious beliefs, teaching and practices	3
Pupils have a good understanding of controversial issues and religious viewpoints	2
Pupils benefit and enjoy visits and visitors relating to RE e.g. places of worship	2
Pupils' levels of interest and engagement is impacting positively on standards	2
Pupils are able to recall prior learning	2
Pupils are able to ask, discuss and respond to a number of fundamental questions	1
Pupils participate confidently in a range of speaking and listening activities	1
Pupils use a range of subject specific vocabulary appropriately	1
Pupils are confident in using their ICT skills to research and present information	1
Pupils are able to identify strengths and set targets to improve their work further	1
Pupils are developing good evaluative skills and are able to identify arguments for and against a number of moral and religious issues	1
Pupils are developing an understanding of religious concepts	1
Pupils are able to communicate religious ideas and concepts, personal opinion and ideas in a creative way	1
Pupils are able to express their own beliefs and make their own decisions	1

## Areas for development

Areas for development identified in the reports make reference to:

- improving boys' performance at key stages 3 and 4 (2 schools);
- continuing to improve performance of the more able pupils;
- ensuring that tasks are challenging enough for pupils to achieve the higher levels;
- continuing to improve the performance of pupils in receipt of free school meals at key stage 3; and
- making further use of performance data in order to more effectively identify where and what to improve in relation to standards and provision (2 schools).

### How good is provision in religious education?

	Excellent	Good	Adequate	Unsatisfactory	No judgement
Secondary		3			

Good features identified in school self-evaluation	Number of schools
Planning incorporates appropriate skills especially literacy, ICT and thinking skills	3
Planning is differentiated e.g. challenge for more able, support for less able	3
A wide range of teaching and learning strategies are being used in the classroom	3
Good use of assessment for learning support pupils' learning	3
Monitoring programme is in place that includes lesson observations, analysis of data, book scrutiny and pupil voice interviews	3
Schemes of work promote community cohesion, inclusion, equality and diversity	2
Strong links exists with the local community with appropriate use of visits and visitors	2
Opportunity is provided for pupils to evaluate their own work and the work of their peers	2
A wide range of high quality resources is used effectively to support the teaching of religious education	2
There is strong emphasis on ESDGC (education for sustainable development and global citizenship) in the scheme of work	2
Teachers regularly monitor and track pupils' progress	2
Classrooms provide a stimulating and supportive environment to support teaching and learning	2
Portfolios in place exemplifying standards	2
Differentiated resources are available to support less able pupils	2
High expectations are shared with pupils	2
Cwricwlwm Cymreig is promoted well in scheme of work	1
Planning reflects the local authority agreed syllabus	1
Continuity and progression is evident in planning	1
Teaching and learning activities promote spiritual and moral development	1
Good working relationship between teachers and pupils	1
Subject leader / teachers have good, up to date subject knowledge	1
Departmental staff are involved in professional learning communities	1

#### Areas for development

Areas for development identified in the reports make reference to:

- developing further opportunities in the scheme of work to promote literacy and numeracy skills;
- improving the feedback given to pupils especially in the area of setting literacy targets;
- updating and creating new resources for statutory RE to make it more engaging and accessible for pupils (2 schools);

- further developing the integrated curriculum;
- using peer observations to increase consistency of delivery amongst non-specialist teachers;
- developing individual pupil portfolios;
- increasing opportunity for pupil voice to influence provision;
- further developing staff's understanding of levels at key stage 3; and
- creating resources to meet the needs of additional learning needs pupils and more able and talented pupils.

## School Inspection Reports: SACRE Synopsis (Agenda item 6)

### Autumn 2012 – summer 2013

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
Trelewis Primary School November 2012	The school caters well for pupils' spiritual, moral, social and cultural development.	Yes	No comments in the report	None
Bedlinog Community Primary School May 2013	Learning experiences promote pupils' spiritual, moral and social development successfully.	Yes	Visiting clergymen and charity workers give acts of collective worship a spiritual dimension in which pupils can be reflective.	None
Ynysowen Community Primary School July 2013	The school promotes pupils' spiritual, moral, social and cultural development well.	Yes	No comments in the report	None

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## MERTHYR TYDFIL SACRE

**REPORT TO:** STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

**DATE:** FEBRUARY 11<sup>th</sup> 2014

**SUBJECT:** National Curriculum review and assessment

### Background

In October 1<sup>st</sup> 2012 the Minister for Education and Skills, announced a review of assessment and the National Curriculum in Wales. This review includes two phases.

**Phase 1** - will focus on strengthening the teaching of literacy, numeracy and wider skills, ensuring continuity and progression from Foundation Phase to key stage 4.

**Phase 2** - will focus on curriculum design at each phase/stage of education to ensure that we have a broad and balanced curriculum which is fit for the twenty-first century. It will consider:

- the suggestion that Key Stage 2 is overcrowded
- redefining the purpose of Key Stage 3, including looking at the possibility of giving learners time to develop their own particular areas of interest around a particular theme or topic, possibly in conjunction with and supported by organisations beyond the school 3
- developing the concept of 'graduation' at the end of Key Stage 3 to mark the transition to Key Stage 4
- ensuring that the curriculum reflects the needs of business, including the critical role of science
- the place of languages in the curriculum
- specific subject and cross-curricular content
- the Basic Curriculum.

### Phase 1 consultation

#### Main proposals in Phase 1:

- a) **revise existing Areas of Learning programmes of study** for Language, Literacy and Communication Skills and Mathematical Development (at Foundation Phase) and English, Welsh and mathematics (post-Foundation Phase). These revised documents will set out year-on-year expectations to complement the approach taken in the Literacy and Numeracy Framework.
- b) **introduce a statutory wider skills framework** from Foundation Phase to Key Stage 4. These are skills considered to be essential for learning, for work and for life, and include:
  - critical thinking and problem solving
  - planning and organising

- creativity and innovation
  - personal effectiveness
  - digital literacy.
- c) **refocus assessment arrangements** to include literacy and numeracy. The proposal is to include a summative assessment of literacy and numeracy report to the Welsh Government at the end of each phase/ stage.
- d) **introduction of cross curricular 'rich learning tasks'** at the end of key stage 2 to strengthen teacher assessment data.
- e) report on end of key stage 3 summative assessment in English, Welsh and mathematics (including literacy and numeracy), science and Welsh second language and remove the statutory requirement to report progress in the remaining statutory subjects to Welsh Government at the end of this key.

Consultation on the proposals will run from 22 October 2013 until 17 January 2014.

**Recommendation**

Members of the SACRE are requested to discuss the proposals and consider any future implication for the Merthyr Tydfil agreed syllabus.

## MERTHYR TYDFIL SACRE

**REPORT TO:** STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

**DATE:** FEBRUARY 11<sup>th</sup> 2014

**SUBJECT:** Religious Education Quality Mark (REQM)

### **Why have an RE Quality Mark?**

The REQM has been set up to:

- raise the profile of religious education in schools;
- celebrate a commitment to excellence in religious education;
- enable dissemination of quality RE through networking;
- provide a framework for measuring, planning and developing the quality of RE teaching and learning;
- encourage schools to increase the range and quality of teaching and learning in religious education to improve standards;
- develop pedagogies which have impact on whole school improvement; and
- provide a structure and framework for dioceses and SACREs to map high quality religious education.

The RE Quality Mark has two purposes: it recognises good practice in RE and also provides a powerful tool for development. There are five strands to the quality mark:

- learners and learning;
- teachers and teaching;
- curriculum;
- subject leadership; and
- continuing professional development (CPD).

All documentation is available in English and Welsh and the strands reflect the educational context of Wales.

Preparation includes:

- completion of a school evidence form; and
- a pupil questionnaire: what do you think about RE in your school?

Assessors visit involves:

- a pupil interview;
- interview with members of the department and SLT; and
- scrutiny of evidence.

At the end of the visit, the assessor will inform the school of the level achieved in the REQM. If successful the school will receive the award, certificate and a logo that can be used on letterheads for the next three years.

The cost of REQM is £475 per school. Further information can be found on the REQM website: [www.regm.org](http://www.regm.org).

### **Recommendation**

For SACRE to consider informing schools of the availability of the REQM.

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